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OF

SOME STATISTICS

OF

COLLEGIATE EDUCATION;

A PAPER READ BEFORE THE TRUSTEES OF COLUMBIA COLLEGE,

NEW YORK,

JANUARY 3, 1870,

BY THE PRESIDENT OF THE COLLEGE.

PRINTED FOR THE USE OF THE TRUSTEES.

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COMMUNICATION.

TO THE HONORABLE,

THE BOARD OF TRUSTEES OF COLUMBIA COLLEGE:

The undersigned, president of the college, begs leave to submit a statement of certain facts in regard to collegiate education in the State of New York and the adjacent States, which seem to be of interest in their bearing upon the present and prospective condition and power of usefulness of Columbia College in its academic department.

Nothing is, unhappily, more noticeable in the educational history of our country, than the frequency with which earnest and well intended effort appears to have been misdirected, and praiseworthy beneficence injudiciously applied, in the creation of institutions having the nominal grade of colleges. In the American Year Book and National Register for 1869, edited by David N. Camp, Esq., of Hartford, there is given a list of the collegiate institutions of the United States, which embraces the names of two hundred and eighty-five of these institutions. Among the number, however, are included nearly fifty colleges for young ladies, and military or other institutes for young men, which have no proper place in such a list; besides which, there are about thirty collegiate schools under the direction of the Fathers of the Roman Catholic Church, half of which, at least, are probably merely training schools for boys, and are not chartered colleges, empowered to confer degrees

✓ p4290

in the Liberal Arts. Making all the deductions which these considerations suggest as necessary, there remain, nevertheless, after all, not fewer than two hundred and twenty institutions in the country, which claim, and, so far as municipal law can bestow it, possess, the right to rank themselves as schools of the highest learning, and to occupy places in the same class with Harvard, and Yale, and Princeton, and Columbia.

It will be shown in the course of the following inquiry, that the total number of students in attendance on the colleges of our country, bears usually a proportion to the white population, of about one individual to two thousand inhabitants. Assuming the correctness of this result, and taking the total white population of the United States to be, in round numbers, 35,000,000, we shall see that there are about 17,500 undergraduate students, in all, now under instruction in American colleges ; or, upon an average, *eighty* students in each college. If there are any institutions, and there are some, whose numbers are largely in excess of this average, they enjoy this advantage at the expense of the rest ; and the fact, therefore, is, that the great majority of the so-called colleges have fewer than eighty students each. It is true that, in regard to many of them, this fact does not immediately appear from a cursory examination of their catalogues. Still less is it apparent in a summary publication like that of Mr. Camp, referred to above, which presents only bare totals, without classification ; for into such totals are brought together pupils in elementary schools, professional schools, practical schools, agricultural schools, scientific schools, and other institutions not at all collegiate in their character, which are more or less nearly connected with such colleges. There are not a few of this class whose principal attendance is made up of pupils pursuing what are commonly called “preparatory studies.”

The effect of this unnecessary multiplication of colleges upon the character of the higher education of the country is not

beneficial. Its tendency is to put this education, to a great extent, into the hands of inferior men ; with the additional disadvantage of providing even these inferior laborers with inferior means and implements of labor. No well appointed college can be established without the investment of a large amount of capital, which, by the form in which the investment must be made, becomes immediately, in a commercial sense, unproductive. And no adequate provision can be made for the support of suitably qualified instructors, without a further large investment made in such form as to be permanently productive. Tuition fees may furnish some slight help in defraying current expenses ; but no college which depends on tuition fees alone can be well appointed, or can even long exist. But when a college has been once established, and properly provided with resources sufficient to insure its permanence, and to enable it to do the work it proposes to itself as such work ought to be done, it will be competent to furnish instruction to several hundred students as easily as to sixty or eighty. There will be, it is true, some difference in the necessary annual expense in the two cases supposed, but it will not be important. Some few additional instructors will be necessary, but no new departments of instruction ; and the increased receipts from tuition will go far to compensate for the increase of the necessary disbursements. But however much the annual expenditures of a college might be augmented, on supposition that a single such institution should take upon itself to perform all the work now distributed between three or four, it is quite out of the question to suppose that they would become equal to the cost of maintaining three or four colleges. This, at least, is quite unrepresentable if the colleges concerned are presumed to be really well appointed colleges. The necessary inference therefore is, either that the country voluntarily bears a burthen, in support of collegiate education, three or four times as heavy as it need be, or that, of the institutions which bear the title and legally exercise

the privileges of colleges, a very large number are not well provided with the instrumentalities indispensable to the efficiency of educational agencies of the highest grade.

Many influences conspire to stimulate or to favor the creation of colleges unnecessarily. The most powerful of these is probably denominational feeling; but local pride has often also much to do with the matter. The last thing in many cases really considered, is the question whether or not, in fact, the public has need of such a college at all. If, however, this question were first of all carefully examined, and if public spirited and liberal men were only appealed to for aid in such undertakings on the strength of a well ascertained public want, and with the evidence of that want distinctly set before them, the erection of a new college would be a much more rare occurrence in the future than it has been in the past, and colleges when erected would be much more worthy than many of them are at present, to be called institutions for higher education.

In the analysis which follows of some of the statistics of collegiate education in the Northeastern States of the Union, will be found some evidence of what is the relation of the supply of education of this description to the popular demand, and to what extent this demand is growing or declining. It is to be regretted that minor details of interest relating to this subject are not now easily accessible in regard to former years; but an effort has been instituted which may be to some extent successful in collecting such, and these may be presented hereafter.

In the States of New York, New Jersey, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island there are twenty colleges, besides the three which belong to the city of New York. The undersigned has collected the catalogues for the current year of all these colleges except the Cornell University, Union College, and the College of New Jersey. The

latest catalogue of Union College which it has been possible to obtain is that of 1868; the latest of Princeton and Cornell University are the catalogues for 1869, those for 1869-70 not having yet been issued. These catalogues have been scrutinized by the undersigned for the purpose of ascertaining, first, what number of students are actually in attendance upon those institutions from New York city, and what number from Brooklyn, Staten Island, Jersey City, and Hoboken; which places have been classed together as being substantially parts of the city, though not under the same municipal government: and secondly, to what extent do the several colleges named derive their numbers from the States in which they are situated, or from the joint territory of the seven States, and to what extent are they recruited from more distant communities.

In the following table will be found succinctly presented the results of the first of these inquiries. As it respects one of the institutions included in the list, an explanation is necessary. Cornell University embraces nine distinct schools, of which one only—the School of the Liberal Arts—corresponds to the American college. Another—the Elective School—permits to the student the study of the classics if he chooses to pursue it; but the rest, such as the School of Agriculture, the School of Engineering, the School of the Mechanic Arts, etc., are to be regarded as schools of special or professional education, and ranked in the class to which our School of Mines, and the Sheffield Scientific School of Yale College, belong. In the preparation of the table therefore, so far as this institution is concerned, all students are excluded from the comparison who belong to these special schools, and pursue practical or scientific courses of study of which classical literature is not in any manner a part.

Students from New York and its environs in the several colleges of New York, New Jersey, Vermont, New Hampshire, Massachusetts, Connecticut, and Rhode Island:

Name of College.	Students from New York City.	Students from Vi- cinity of New York.	Total.
Union.....(1868)	0	0*	0
Hamilton.....(1870)	3	2	5
Madison.....“	5	7	12
Genesee.....“	0	1	1
Hobart...“	1	1	2
Rochester.....“	1	4	5
Cornell.....(1869)	7†	2‡	9
Harvard.....(1870)	19	5	24
Williams.....“	7	8	15
Amherst.....“	5	4	9
Tufts.....“	0	0	0
Princeton.....“	10	8	18
Rutgers.....(1870)	3	3	6
Yale.....“	38	17	55
Trinity.....“	3	1	4
Wesleyan.....“	10	9	19
Brown.....“	0	1	1
Middlebury.....“	1	0	1
Univ. of Vermont. “	0	0	0
Dartmouth.....“	2	2	4
Total.....	115	75	190

The inquiry has not been extended to Maine on the east, or to the States west of New York and New Jersey, partly for want of material, and partly because, from a very thorough examination of this statistical question for the year 1864-5, by D. J. Pratt, Esq., Assistant Secretary to the Regents of the University, published in the Proceedings of the University Convocation for 1865, New York City appeared at that time to furnish no students to the colleges of the first-mentioned State, and only three to Pennsylvania, seven to Ohio, and one to all the rest. Assuming, then, that, besides the

* 1 Scientific. † 1 reg.; 6 irreg. ‡ irreg.

115 shown in the foregoing table to be sent out of the city at present, there are a dozen scattered elsewhere, the number of students from New York now in attendance upon colleges at a distance is only 127 in all, and these are distributed in such a manner as in general to indicate the existence of special reasons for sending them abroad, other than a want of confidence in the colleges of the city. Such reasons may be found, first, in the denominational character of the distant institutions; secondly, in the natural partiality of parents for the institutions in which they were themselves educated; and thirdly, in the presence, in the several university towns, of relatives of families in New York. It must be remembered that a very large number of our fellow-citizens are natives of the country and not of New York, and that they have only made the great metropolis their home after having completed their education elsewhere, and having attained to adult years. These have left behind them many ties of kindred which continue to bind them to the scenes of their earlier life, and render it natural and convenient for them to provide for their sons an educational career identical with that which they themselves pursued. A further manifestation of the attachment of these graduates of rural or distant colleges to the institutions which fostered them, is exhibited also in their spontaneous association here into permanent clubs, which annually meet to keep alive the pleasant memories of academic life. That out of a community embracing a million of souls, a little over a score of young men per annum (for this number would suffice to maintain the present state of things) should be determined to seek collegiate education at a distance, rather than at home, cannot be considered surprising. But this phenomenon is not a new one, appearing for the first time to day. If records were accessible, it is believed it would be found that New York has always sent to distant colleges a number of students bearing as great a proportion to its population as at present, if not a greater. In regard to the institution which figures most conspicuously in the foregoing table, the undersigned happens to have such records in his possession,

consisting of a series of annual catalogues extending from the academic year 1824-5 to that of 1836-7. In the fall of 1824 there were fifteen young men from New York in Yale College. This city contained then 240,000 inhabitants; now there are only thirty-eight, though our population has become not less than 900,000. In 1830 there were twenty-one New York undergraduates in the same college. The population of New York was then 312,000. If the proportion had been maintained up to the present time, there ought to be sixty or more New Yorkers in Yale College this year instead of thirty-eight.

The report of Mr. Pratt referred to above furnishes us a complete exhibit of the state of the case in regard to the general question under consideration, as it stood five years ago. Mr. Pratt found, from an examination of the catalogues of all the colleges concerned for the year 1864-5, that the city and county of New York sent in that year to New England colleges seventy-seven students, to New York colleges one hundred and eighty-nine students, to New Jersey colleges eighteen students, to Pennsylvania colleges three students, to Ohio colleges seven students, and to Michigan colleges one student. In order to ascertain the number sent out of the city, it is necessary to deduct from the one hundred and eighty-nine in New York colleges, the number from the city and county who were then attending Columbia College and the New York City University. The College of the City of New York, then called the Free Academy, was not considered by Mr. Pratt. From the contemporaneous catalogues of the two institutions mentioned it appears that there were in attendance at Columbia College, from the city and county, one hundred and ten, and at the University thirty-two; in all, one hundred and forty-two; which number, taken from one hundred and eighty-nine, leaves forty-seven, as the number sent to the country colleges of New York from the city in 1864-5. Mr. Pratt's results are presented, for the purpose of direct comparison, along with those above given for the present year, in the following succinct statement :

Students from New York City in attendance on colleges not in the city.

Year.	In colleges of New England.	In colleges of New York State.	In colleges of New Jersey.	In colleges of other states.	Total.
1864-65.	77	47	18	11	153
1869-70.	85	17	13	12*	127

These numbers make it apparent that fewer students are sent from New York to distant collegiate institutions at the present time than were so sent five years ago. The difference is considerable. It appears, also, that the falling off in the numbers sent to the colleges of the State of New York has been striking, while in the number sent to the New England colleges there has been a slight increase. The comparison more than confirms the opinion expressed above, that there always has been, and for obvious reasons there always must be, a considerable number of young men sent annually out of this city to seek collegiate education elsewhere. But so far as it goes, it strengthens also the inference which would be drawn from the comparison made above between the earlier and later catalogues of Yale College, viz., that the number of students so sent abroad does not grow in equal ratio with the increase of the population of the city.

Having, as the result of the inquiry above detailed, ascertained the number of young men belonging to this city and its vicinity who are now in process of acquiring a liberal education in distant institutions, we have but to add the number actually at present in the colleges within the city itself, in order to determine the total number of college students which this community at the present time furnishes. We may then, perhaps, find means, from the documents before us, of ascertaining whether or not it is true that the proportion of college students to the total population is less in the city than in the country. The im-

* Estimate.

pression of the undersigned has hitherto been that this is really the case, but the result of the present inquiry has not confirmed it. At the same time the important fact continues to be increasingly evident, which was first stated after an examination of the statistics then accessible in the annual report of the undersigned to the Trustees in 1866, that everywhere throughout the country, that system of general mental culture which is to so large an extent dependent on the careful study of classical literature, and which has been so long believed to be indispensable to finished scholarship, is losing ground from year to year in the favor of the people ; and, consequently, that the number of students liberally educated among us, in city and in country alike, when compared with the total population, is steadily diminishing. In that report, it may be remembered that an examination was made of the entire number of students in the colleges of the United States, as compared with the population of the whole country, for the years 1840 and 1860, the educational statistics employed having been derived from the American Almanac, and the statistics of population from the United States Census. A similar comparison was, at the same time, separately made for the group of States embracing New England, New York, and New Jersey. The American Almanac has since been discontinued ; the publication which has been already mentioned, under the title of the American Year Book and National Register, was commenced at the beginning of the present year ; and from this have been derived the college statistics for the year 1868. For the year 1869, the published catalogues of the colleges within the group of States just named, with one or two unimportant exceptions, have been collected ; and in regard to these exceptions, the numbers of the preceding year have been employed, with some slight estimated correction. It has been impossible to extend the examination to States further west or south, on account, in part, of the imperfection of the returns, and in part

of the form in which the returns have been made ; students in preparatory, professional, and scientific schools having been in so many instances included with candidates for the degree of Bachelor of Arts, as entirely to destroy the value of the data for the purposes of the present inquiry.

The population of the States in question in the years 1868 and 1869 has been computed, by deducing a compounding ratio of increase from enumerations made by State or national authority in the years 1850, 1860, and 1865. A State census was taken in the year last named in New York, New Jersey, Rhode Island, and Massachusetts. For these States the ratio of increase has been deduced by comparing this with the national census of 1860. For the others, the ratio has been derived from the comparison of the numbers of the general enumerations of 1850 and 1860. The results obtained are herewith given, those presented in the report of 1866 above mentioned being prefixed, for purposes of comparison :

	Population.	No. of Students.	Ratio to Population.
1840	5,037,049	3,145	1 to 1,602
1860	7,688,067	4,536	1 to 1,695
1868	7,980,000	4,197*	1 to 1,901
1869	8,017,400	4,355	1 to 1,841

* The falling off in the number of students between 1860 and 1868 is too great to be attributed to the general causes which have produced the decline in popular favor of the system of collegiate instruction noticed in the report of 1866, and referred to in this paper, and is, doubtless, ascribable to the derangement in the whole educational system of the country occasioned by the war—a derangement the effects of which have not even yet entirely disappeared. It is on this account that no dependence has been placed, for the purposes of this inquiry, upon the carefully elaborated statistics of Mr. Pratt for the year 1864-5 ; as the disturbance of the law of movement was at that time excessively great. In fact, the total number of students found by Mr. Pratt in the colleges of New England, New York, and New Jersey in the year above mentioned was only 3,212, while the population of these States, taken directly from the census returns for 1865, for the States of New York, New Jersey, Massachusetts, and Rhode Island, and computed from the observed law of movement between 1850 and 1860 for the rest, was 7,868,700. This

If we consider that the number of male persons between the ages of 16 and 20 forms, as may easily be shown from the census, almost exactly one twenty-fourth part of the population, it will be seen that, in the several years above named, only one person was enjoying the benefits of a collegiate education out of the numbers severally following, viz. :

In 1840,	one	out	of	67	} of suitable age to receive it.
1860,	"	"	"	71	
1868,	"	"	"	79	
1869,	"	"	"	77	

These numbers, however, present the case under a more favorable aspect than the truth will warrant. For it happens that many of the colleges in the group of States under consideration receive very important accessions to their numbers from States beyond the limits of their joint territory, while the collegiate institutions of other States are scarcely resorted to from these at all. It is necessary, therefore, to a correct solution of the question, that a deduction should be made of all students in the group of States considered, whose proper domicile is not in some one of these States. This can only be done by an examination of the catalogues of the several

would show a ratio of one student to every 2,450 of the population, and would indicate that only one young man in every hundred, of suitable age to be under instruction in college, was enjoying the benefit of a liberal education.

One quite noticeable fact makes itself manifest, in a comparison of the numbers of Mr. Pratt for 1864-5, with those collected by the present writer from precisely the same sources for 1869-70, which is, that while the number of undergraduate students in all the colleges of the States considered, taken together, has increased more than thirty-five per cent., or to an absolute extent of 1,143, the number contributed to the total by New York city is considerably smaller in the latter than in the former year. Mr. Pratt's total for New York city and county in 1864-5 is 295, the New York City College not being included in his list. But the attendance in the City College was as large in that year as now, and the total above given should therefore be increased by the same number (180) which is allowed to that institution in the text. New York city furnished then 475 students to the colleges of the city and country together in 1865, and she furnishes 434 in 1870. There has been an absolute falling off of forty-one.

institutions concerned, for each of the dates to which the inquiry extends. It is only for the last of these dates that the documents necessary for such an examination are at hand. From a comparison of these, it appears that, of 4,355 students present in 1869 in the colleges of New England, New York, and New Jersey, there were 744 who did not belong to any one of these States. Subtracting these from the total, there remain 3,611 properly belonging to the States under consideration, or one to every 2,220 inhabitants. Of the young men of these States of suitable age to be pursuing collegiate studies, one in 93 appears to take such a course.

If we exclude from this comparison the three extreme New England States, Vermont, New Hampshire, and Maine, which furnish a considerable number of students to the colleges of Massachusetts, Rhode Island, Connecticut, and New York, while themselves scarcely drawing any from these latter States, we shall obtain a result still more striking. The population of the States of the group remaining after this exclusion is 6,695,900, and the number of students in the colleges of these States in 1869 is 3,420—a proportion of 1 to 1,958 inhabitants, apparently indicating that one young man in 82 receives a collegiate education. But out of this total of 3,420, only 2,608 students belong to the States in question, showing that in these old and populous States, only one student is sent to college for every 2,567 inhabitants, and that only one young man in 107 is liberally educated.

We are now prepared to judge how far the opinion is correct that New York furnishes to our collegiate institutions fewer students than her proportionate quota. Of the 129 undergraduates in Columbia College at present, 93 are properly resident in the city of New York. In the University of the city, there are 34 who are also city residents. Of the more than 500 in the City College, possibly 180 are properly

collegiate students.* And to these we have to add the 127 who are scattered, as we have seen, through colleges at a distance. The total is 434.

How great the population of the city may be at the present time it is not perhaps easy to conjecture. The census of 1865, which showed an apparent falling off since 1860 of nearly 90,000, has not been regarded with entire confidence. If we place the total at 850,000 the estimate will hardly be esteemed excessive; and probably 900,000 would be nearer the truth.

Taken at 850,000, New York furnishes one student to every 1,960 inhabitants, and one young man out of every 82 receives a collegiate education. Taken at 900,000, the city furnishes one student to every 2,074 inhabitants, and gives to one young man in every 86, the benefit of a liberal education.

If we add to the 434 collegiate students furnished by New York, the 75 furnished at the same time by the immediately adjacent towns and cities to distant colleges, and twenty-five more attending on the colleges in the city from the same cities and towns, making 100 in all, we shall have a total of 534; and if we at the same time assume the total population to be 1,150,000, we shall find that these numbers give a proportion of one student to 2,154 inhabitants, and that one young man in 90 in this entire community is educated in college, either in this city or elsewhere.

We see then, that our city compares not unfavorably, in the respect manifested by her people for collegiate education, with

* The number of properly collegiate students in this institution may be inferred from the numbers present in the Senior and Junior classes, or from the average number of graduates. In the catalogue for 1868-9, there are named forty-two Seniors and forty-four Juniors. The average number of graduates from 1865 to 1869 inclusive, was thirty-one per annum; from 1860 to 1864 inclusive, it was forty-one; and from 1853 (the year in which the first class was graduated) to 1859 inclusive, it was twenty-four. The collegiate course proper occupying four years, it will be seen that the estimated number of collegiate students in the institution is probably above the truth.

the State in which she is situated, or those by which she is surrounded. Her average is superior to that which we have found for the group of States to which we have particularly directed our attention, and superior, in a very marked degree, to that of the smaller group beginning with Massachusetts and ending with New Jersey. It is not easy, therefore, to see how the number of undergraduate students in Columbia College can be materially increased, so long as the institution continues to depend wholly upon the city and its environs for its attendance, and so long as it continues to maintain severely the curriculum of study to which it has been hitherto confined. This community supplies a certain number of aspirants for the kind of culture which this curriculum furnishes. We have seen what that number is, and how it is disposed of. The reasons which determine the great majority who resort to distant colleges, are of a nature which no modifications of our system, and no new attractions which we may hold out, will avail to affect. To a large extent they are founded on considerations purely sentimental, and to a degree somewhat less, on denominational preferences; but there is no evidence that, in any appreciable number of cases, the choice is determined by distrust of the character of the institutions of the city. It is true that the feelings of young men are to some degree biassed by a wish to be partakers of that species of academic society which is only to be found in collegiate communities where students permanently reside, and form, as it were, one great family. There are even parents to whom it seems desirable that their sons should have the kind of indirect culture which such a society affords; or shall at least have those initiatory experiences of an independent life, which, while they are attended with indubitable dangers, are not, if these can be avoided, without their substantial advantages. How far this cause may be influential in increasing the number of those who pass by the institutions of this city to seek collegiate education at a distance, it would not

be easy to ascertain ; but that it has some such influence can hardly be doubted.

We are to consider, then, that this city furnishes, at the present time, a little upward of one hundred collegiate students per annum, of whom about twenty-five will resort to distant colleges for reasons beyond our control. Such has been the case to a certain and even to a larger proportional extent in past years, and such it will doubtless continue to be. The remaining seventy-five or eighty will be parcelled out between the City College, the City University, and our own institution. The City College, in virtue of certain peculiar influences, will take some forty-five of these ; and the remaining thirty-five are all that are left for Columbia College and the University. The average number of city students in the University has of late years been very small. In 1868 it was only six on an average to a class ; in the present year it is a little over eight. On the other hand, the University has a larger attendance than our college from Long Island and New Jersey.

The cause which prevents any rapid growth in the numbers of our undergraduate students, and which may even keep them stationary or reduce them still further, is evidently the existence of the college of the city. As a collegiate institution, that college is not needed ; but it does, at a great expense, the work for which the colleges already in existence at the time of its creation were amply sufficient ; and it paralyzes to a corresponding degree the usefulness of those institutions. The system by which it is recruited is one which gives it an advantage which we have no adequate means of counteracting ; and the fact that it furnishes tuition *free*, will always be a reason, though often not an avowed one, why men even of ample means will send their sons to it rather than to Columbia College. It is true that our college offers tuition also free ; but that fact by no means places us in this respect on a level with the City College ; for men do not desire to feel that they are exceptionally

avored; and they will often reject as a gift what they would be very glad to receive if permitted to regard it as a right.* If tuition fees in our undergraduate college were abolished, it is probable that the consequence would be somewhat to increase our numbers. But the effect of offering free tuition to the indigent is not sensible.

It is occasionally said in the newspapers, and we hear it from time to time repeated in conversation, that because Columbia College has been more than a century in existence, she ought now to rival or surpass in numbers other colleges founded like her during the colonial period, such as those at Princeton, at New Haven, and at Cambridge; all of which have at present in this respect the advantage of her. Persons who thus speak do not consider, or perhaps they are not aware of, two important facts: first, that the institutions thus cited do not sensibly grow—do not generally even hold their own—if judged by the support they receive at home; and, secondly, that colleges in great cities like New York, which provide only instruction, but not either board or lodging for the student, cannot be recruited by accessions from the country. Such is the expense of living in the city, and so difficult is it to obtain convenient and comfortable accommodations on reasonable terms, that the economical consideration alone is sufficient to decide the question. But besides this, the student thus living in lodgings in the city is in danger of being isolated from improving or desirable society, or of finding society which is neither the one nor the other; and these are liabilities to which a judicious parent will generally hesitate to expose a youth of tender years. The consequence is, that a city college is completely cut off from that

* The tax-payers of our city, moreover, very justly claim that they *do* pay for the education of such of their sons as they choose to send to the Free College, though they pay no tuition fee. They are taxed all their lives for the support of the institution, and the amount which they thus contribute to its support in many instances greatly exceeds the total amount of the tuition fees which they would have to pay if their sons were educated in other institutions.

natural pabulum on which sister institutions more advantageously situated visibly thrive; and which maintains the general prosperity of those institutions even when a scrutiny of their records demonstrates that, in their own immediate neighborhood, they are not gaining, but are sometimes actually losing ground. For the purpose of exhibiting the importance of the consideration here presented, the following table has been prepared, showing the distribution of the students in all the colleges of New York, New Jersey, Massachusetts, Connecticut, Rhode Island, Vermont, and New Hampshire, the colleges in New York city only excepted.

NAME OF COLLEGE.	Students from same State.	Students foreign to State.	Total.
Union, N. Y., (1868)	54	7	61*
Hamilton, N. Y., (1869-70)	139	21	160
Madison, N. Y., (1869-70)	58	41	99
Rochester, N. Y., (1869-70)	84	25	109
Genesee, N. Y., (1869-70)	30	2	32†
Hobart, N. Y., (1869-70)	45	14	59
Cornell, N. Y., (1868-9)	87	34	121‡
Princeton, N. J., (1868-9)	96	185	281
Rutgers, N. J., (1869-70)	61	44	105
Yale, Conn., (1869-70)	146	372	518
Trinity, Conn., (1869-70)	27	65	92
Wesleyan, Conn., (1869-70)	19	134	153
Brown, R. I., (1869-70)	112	85	197
Harvard, Mass., (1869-70)	372	191	563
Williams, Mass., (1869-70)	42	117	159
Amherst, Mass., (1869-70)	118	137	255
Tufts, Mass., (1869-70)	34	16	50§
Dartmouth, N. H., (1869-70)	119	170	289
Univ. of Vt., (1869-70)	37	8	45
Middlebury, Vt., (1869-70)	38	16	54
Total	1,718	1,684	3,402

* The catalogue (the latest obtainable) gives a total of 137 students; but of these all but 91 are marked "left college," and 30 of those present are not classical.

† The male classical students.

‡ These are the students in the Department of Arts (40); and in the Elective Department (81). None others study the classics at all. Total in 1869, 412.

§ The classical students.

It thus appears that the colleges embraced within the seven States considered derive, on an average, half their numbers from beyond the limits of their own States; and it further appears that, in some of the most conspicuous instances, the number of the home students is very greatly inferior to that of the foreign.

At Dartmouth College, for instance, the foreign are to the home students nearly as three to two; at Yale and Trinity, as five to two; at Princeton, as two to one; at Williams, as three to one; and at the Wesleyan, as seven to one. Every one of these, Yale College included, would be a small college, and most of them quite insignificant, if reduced to dependence, not merely on a single town, but upon a single whole State. Connecticut has, at this time, nearly 600,000 inhabitants, yet she furnishes to Yale College only 146 students. New Hampshire has 350,000, yet furnishes to Dartmouth only 119. New Jersey has about 800,000, yet furnishes to Princeton only 96.

In the whole list of these colleges, there is but a single one which would rank in numbers above a bare respectability, if they were all to be deprived of the patronage which they receive from other States. That single exception is Harvard University; but it is extremely questionable whether the popular favor which seems now to distinguish that venerable institution, is not owing to her having substantially abandoned the collegiate system as it has been always understood until our day, and thrown into the hands of the student the selection of his own course of instruction. That institution is not, therefore, a proper example for present comparisons, any more than is Cornell University. In saying this, I have no intention to speak in criticism or disparagement. I have nothing at all at present to say as to the wisdom or unwisdom of the views which the governing authorities at Cornell University and at Harvard have adopted as their guide. I say only that

those views are evidently well adapted to catch at this time the wind of the popular favor, and that they have been the undoubted reason why an institution the newest in the country, springing up, like an Aladdin's palace, in a night, has been able, at the very outset, to take precedence of nearly every competitor in the contest for numbers ; and why another, the oldest of all, after having, for nearly two centuries, held only, in respect of numbers, a secondary rank, has at length succeeded, in a few brief years, in placing herself foremost of all.

Next to Cornell University, which is not here in question, and to Harvard, which is almost equally exceptional, the collegiate institution most usually cited as an example of pre-eminent popularity and success, is Yale College. It has already been shown to what a degree this celebrated institution is dependent on its distant patronage ; but, until after entering upon this inquiry, no suspicion was entertained that it was not equally well supported by its patronage at home. On referring, however, to those early catalogues of Yale College of which mention has been already made in this paper, some results have been encountered very unexpected in their nature. In the year 1824-5 the total number of students in the college was 349, of whom 178, a little more than one half, were from Connecticut. The population of the State was then about 280,000, and its annual increase was slow. In 1836-7 the population had reached to something over 300,000, and the number of students from the State was then 194. The undergraduates then amounted to 413 ; the home students began to be less than one half. The ratio to the population had, however, been in the meantime pretty steadily maintained. But this seems to have been the culminating point. In the following year the number of students from the State fell to 184. In 1863 it was 146, as at present ; in 1865 it was as low as 114 ; in 1867, it had increased to 133, and now it is 146 again. The population of Connecticut being now 560,000, this State ought, if continuing to maintain the proportion

existing in 1824, to send more than 360 students to her principal collegiate institution, instead of only 146. Nor is this singular phenomenon explained by supposing that other Connecticut colleges have gained in their own State at the expense of this one. By reference to the figures given above, it will be seen that all the students from Connecticut in the three colleges of the State put together, are at present but 192 ; that is to say, are fewer than the number in Yale College alone in 1836. Measured by its local patronage, therefore, the prosperity of Yale College would seem to be declining. And when we look at such numbers as those which the catalogues of Williams, Amherst, Trinity, the Wesleyan, Dartmouth, and Princeton present, we can hardly doubt that, with opportunities to make in those cases a similar comparison of the present with the past, we should arrive at a corresponding conclusion in regard to some of them.

Columbia College cannot grow by large accretions from a distance, as Yale College has grown in spite the diminishing numbers derived from her immediate vicinity; and we have seen why this is so. It is a reason which operates equally against all those colleges in great cities which do not provide dormitories and refectories for their students. The University of Pennsylvania is an example of such an institution entirely parallel to our own. It was founded in 1755, the year after the foundation of King's College in New York. It has always had an able Faculty. Among the professors in its present Faculty of Arts are some of the strongest men in our country. It is entirely without competition, in the heart of a city of six or eight hundred thousand inhabitants; and yet the number of undergraduates on its roll for the present year is only one hundred and twenty-five.

Columbia College again cannot grow by accessions from the city itself or its immediate environs; or at least cannot grow in this way otherwise than very slowly. We have seen why also this cannot be. Collegiate institutions in the city are in excess of the requirements of the population. All the col-

legiate students from New York City, Brooklyn, Williamsburgh, Jersey City, Hoboken, and Staten Island, now under education anywhere throughout the country, put together, would barely equal in number the undergraduates in Yale College, and would fall short by forty or more of the number of undergraduates at Harvard. They are not therefore more than enough to form one considerable institution; yet while at least one-fourth of them will always be drawn to distant colleges by causes which cannot in any manner be controlled or counteracted, the city of New York provides three to share between them the insufficient number remaining. Had Columbia College been the last of these institutions to be established, it would seem as if its founders ought to feel that they had committed a serious error, and injured rather than benefited the cause of education which they sought to serve.

The college therefore cannot grow, or cannot at any rate grow rapidly, by increase either from the city or from a distance, unless it shall, at least to some extent, modify its plan of instruction in a more or less distant imitation of that of Harvard or of Cornell University. That such a modification *would* bring additional numbers there can be little doubt, inasmuch as there are now not unfrequent applications for admission to an elective course.

But, if increase of numbers is esteemed to be a thing of paramount importance, then the true course to secure it, and the only course by which it can be secured, is to remove the college to the county of Westchester, or to a greater distance, to provide for it ample grounds, to erect dormitories for the accommodation of students, and to make the academic community permanently resident on the spot. This done, the institution will not fail promptly to command that large attendance from the interior of the State, and from neighboring or distant States, which will enable it in a few years to rival the oldest and most largely thronged collegiate institutions of the country.

In making this statement, the undersigned desires to be distinctly understood as making no recommendation. The object of this communication, and the exclusive object, is to lay before the Board certain facts, some of which are new to the undersigned himself, but have been forced upon him in this investigation.

There are certain conditions of things which, if they are esteemed to be evils, legislation may mend. There are certain others against which it is vain to legislate, since they have their origin in causes above the reach of legislation. No legislation will enlarge the number of young men annually seeking a classical education in the city of New York, since that is determined by a law regulating the demand throughout the whole community. Nor can any legislation turn into the halls of Columbia College the greater part of the supply, while the public authorities are offering the same education to all who choose to receive it, free of all charge whatever.

Here, for the present, the undersigned would choose to leave this subject; but there is one question which may naturally be asked, and which he ought perhaps to answer. In the year 1860-1 the number of undergraduate students in Columbia College was 211. To this total it had risen in the course of nine years, from having been only 111, which was its lowest point, in 1851-2. But the increase was most signally marked in the two years 1859-60 and 1860-61, in which short interval of time an advance was made of forty per cent. on the previous total, or from 150 to 211. At this point the numbers remained nearly stationary for two years longer, after which there set in a gradual decline.

It is further to be noticed that, in the year 1848-9, the number of students had been as high as 136, while in the following year it fell at once to 112, and remained stationary at that point for three years. The question then is, how are the remarkable fluctuations which have been observed in the

number of undergraduate students attending the college to be accounted for?

In the first place, we notice that the sudden falling off last mentioned was coincident with the opening of the Free Academy, which took place in the autumn of the year previous to its occurrence, viz., 1848. It seems to the undersigned that the two incidents cannot be without some mutual connection. This, however, was a period when the population of the city and of its environs was rapidly increasing, which cause alone would help, with progress of time, to repair the loss. Also the new institution, after the novelty was once over, may have ceased to interfere with the college so much as in the beginning. To whatever cause or causes the effect may have been owing, the college had by 1856 more than recovered the ground it had lost, the numbers in that year standing at 144. It was at about this time that the resolution was taken by the Trustees of the college to abandon the old site, and to remove the institution to a point further up town. And the occasion of this removal was marked by an effort to transform the institution itself into something like a proper university, by erecting a class of schools for postgraduate instruction. This scheme excited the liveliest interest of educators throughout the country. It occupied much space in the public prints. The undersigned, for his own part, can testify that, having been at that time earnestly engaged in the endeavor to establish schools of Applied Science in a Southern university, he remembers no event in all the educational history of our country which ever impressed him more profoundly with a sense of its importance. That which thus attracted universal attention at a distance of a thousand miles, could not fail to produce an effect upon a public nearer at home. New York became, to some extent, and for a certain length of time, unusually excited on the subject of Columbia College. And when, as a part of the system, eminent Professors were brought

here from a distance to address great public audiences, and when measures were understood to be in progress for the early erection of a splendid college edifice in a site the most eligible perhaps that could be found in the city, it is hardly to be wondered at that the ordinary drift of affairs in the undergraduate department should have felt the influence of the swell, and should have made this effect manifest in a corresponding temporary increase of numbers. Had the experiment proved as successful in the superior department as its originators hoped, possibly this influence might have been somewhat more lasting. Its abandonment left matters to subside into the natural courses from which they had been temporarily disturbed, and the numbers of the undergraduate students gradually fell off. Three positive causes may also have conspired with this negative one, to produce the same effect. The first was the discontinuance, in 1864, of the grammar school, which had for so long a time served as a useful feeder to the college. The second was the establishment, in the same year, of the School of Mines, which, it can hardly be doubted, has drawn away some students who might have otherwise become connected with the college. And the third, and perhaps the most important, was the erection of the Free Academy, by act of the Legislature passed in 1866, into a regular college; an act demanded by no public necessity, but which has removed in the minds of some parents, and of more young men, the only objection they had previously entertained toward it as a desirable school in which to secure a collegiate education.*

* Since this paper was read before the Trustees, an additional fact has been brought to the attention of the writer by the Clerk of the Board. On the 15th of June, 1857, the fees for tuition in the college were reduced from \$90 to \$50 per annum. This being just at the close of the collegiate year, no sensible effect from it, if such an effect were likely to occur at all, could be looked for before the year following. There entered, in 1857, forty-one students to Freshman standing. In the four succeeding years, from 1858 to 1861 inclusive, the admissions to the

While presenting these considerations, the undersigned is not in the least disposed to question that the slight falling off in the numbers of the present year may be to some degree attributable to the new experiment in regard to discipline, attendance, and the mode of determining scholastic grades, which we have at present in progress. It is manifest that some parents have very mistaken notions as to the degree and kind of surveillance which it is possible for a college faculty to exercise over the students submitted to their guardianship. It seems to be thought that college authorities have it in their power to protect young men against the moral dangers to which youth are exposed, very much as a father of a family can watch over his own children beneath his own roof. Surely no impression can be more mistaken than this. There is no situation in the world in which an individual is more completely removed from all effectual strait, whether the restraint of direct authority or that of public opinion, than within the walls of an American college. Whoever believes otherwise, however, will naturally believe that, at present, the students of Columbia College are not governed enough. Similar distrust may be felt with other parts of our system. But this system was never designed to be perpetuated if it should be proved in practice to work less satisfactorily than that which it has temporarily superseded. It certainly has not done so as yet. The experiment is an important one, and the apprehensions of the timid or the inexperi-

same standing averaged sixty. On the 19th of May, 1862, the fees were raised from \$50 to \$100. Again the effect, if any, could only be estimated justly, after the lapse of a year. In 1862 there entered fifty-one Freshmen, but the admissions for the four years following reached only the average of forty-two, returning about to the point where they stood in 1857.

These facts make it obvious that the cost of tuition has not been wholly without influence upon the numbers in attendance on the college; but this influence, in the case under present consideration, was only one out of several causes simultaneously operating.

enced should not prevent us from giving it a fair trial. If it is really successful, there will have been an important and valuable point gained; if otherwise, it can be discontinued at any moment.

In conclusion, the undersigned feels it impossible to repress one sad reflection. It was a wise prevision which early laid the foundation of King's College, now called Columbia, upon this island, then occupied by but a handful of colonists, but already visibly destined to be the site of one of the world's greatest capitals. It was a judicious beneficence which bestowed on the infant institution an endowment which, though seemingly inconsiderable at the time, could not fail to grow in value with the growing educational wants of the community, and so to give to it the strength to meet those wants by enlarging, from time to time, the extent of its operations. The college has thus been always able to respond to the natural demand of this whole community, and even of the adjacent towns, for the higher education required for their young men, to the full extent which that demand might reach. Nor has there ever been anything in its organization, in its management, or in its teachings, to repel from it the public confidence. It has always been kept wholly free from any just imputation of sectarianism in religion, inculcating no distinctive theological dogmas, and extending its honors and its more substantial benefits indiscriminately to youth of all denominations. The governing Board named in its original charter embraced one minister from every denomination of Protestant Christians in the city of New York at the time, including the Dutch Reformed, the Ancient Lutheran, the French Protestant, the Presbyterian, and the Episcopalian; and this body has never been, at any time, without members representing all or most of these denominations, and occasionally others, including even the Jewish. Nor have appointments to any of the Faculties of the institution been made with reference to the reli-

gious opinions or associations of the candidates ; with the exception that, in the fulfilment of the condition of an early endowment by Trinity Church, the President is always to be a communicant of the Protestant Episcopal Church. This college, therefore, has always been, as it is now, an abundantly capable and fit agency to supply the entire demand for higher education in the city of New York ; and there is not now, and there never has been, any reason to distrust the good faith with which it discharges, or has discharged, the important trust confided to it. That the public authorities, in disregard of an existing provision so important, so valuable, and so entirely adequate to the exigency, should have, at great expense to the people, created another instrumentality to perform the very same work, cannot but be pronounced a grave error, and a departure from the most obvious principles of public economy. By this act the usefulness and efficiency of Columbia College have been to so large an extent paralyzed, that it would seem to be no longer possible for this institution to accomplish all the good of which, as a school of the Liberal Arts, it is capable, except upon the condition of absolute removal from the city. Can any person of unbiassed mind, in view of the existing state of things, and of the causes which have produced it, in view of the vast power of usefulness here accumulated, and of the narrowness of the field left it in which to be useful, repress a feeling of regret that, in the provisions heretofore attempted in behalf of the higher education in New York, there should not have ruled a more just and adequate comprehension of the exigencies of the situation, and a more intelligent appreciation of the value of the instrumentalities already existing ?

To such of the alumni, and other friends of Columbia College, as have recently interested themselves in the welfare of the institution, and suffered themselves to be disturbed by the less rapid growth and therefore seemingly less thriving condition

of the parent stock than of its young and vigorous branches, the professional schools, it is presumed that the facts and deductions presented in this paper will prove a sufficient reply.

All which is respectfully submitted.

F. A. P. BARNARD,
President.

COLUMBIA COLLEGE, Dec. 30, 1869.



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